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ABSTRACT

This two-part document describes the background and development of "Role Models Are Real People," a speakers' program for at-risk American Indian students, grades 6-8, in Chicago. The first part of the document includes the program proposal, outlining dropout statistics and other data showing reason for concern about American Indian students in Chicago and highlighting the need for increased parental involvement. The proposal describes the "Role Model" program's founding organizations, Native American Education Services College and the Institute for Native American Development, which first recommended inviting parents and other American Indian leaders to speak to students in their classrooms. The resulting "Role Models" project was designed to offer Indian school children some early role models, mostly parents who informed them about their careers, and to provide an occasional field trip. The second part of the document is largely anecdotal, describing in full detail the speakers' presentations, field trips, and students' positive reactions to the program. Issues involving student behavior, program organization, and logistics are discussed. Students' questions indicated special interests in American Indian languages, culture, college education, and speakers' incomes. Field trips included museums, the ballet, local university campuses, and a basketball game. (TES)

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# "ROLE MODELS ARE REAL PEOPLE": SPEAKERS AND FIELD TRIPS FOR CHICAGO'S AMERICAN INDIAN ELEMENTARY SCHOOL CHILDREN

PART I: PRESENT SITUATION

PART II: PLAY BY PLAY DESCRIPTIONS

Presented by: Lola L. Hill, Ph.D.

U.S. DEPARTMENT OF EDUCATION
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"Uniting Our Concerns"

May 4-5, 1992, Orlando FL

"Role Models Are Real People": Speakers and Field Trips for Chicago's American Indian Elementary School Children.

Presented by: Lola L. Hill, Ph. D.

NAES College, Chicago IL

PRESENT SITUATION:

Program data and recent census counts indicate that almost 55% of the Native American people in the Chicago area have no high school diploma, that almost 30% are unemployed, and that 40% exist at or below the poverty level. In an unpublished NAES College report entitled "American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues," the authors (Carol Garvin, George Cornell, and Wesley Andrews) found that in the Chicago school system, "Indian students are representative of only .2% of the overall student population, yet have the highest dropout rate [sic.] of all racial/ethnic groups" (1) For example, there were only two American Indians who graduated from Chicago public high schools in 1990. At a February 1992, American Indian community education committee meeting, the point was made that in 1991, there were 38 American Indian students to graduate from eighth grade, sixteen of whom entered Chicago's Lakeview High School. All these students had been in regular attendance in

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elementary school, with passing grades. Yet this same group of Lakeview high school students in February 1992 were cutting classes and getting Ds and Fs in their schoolwork. What is wrong?

The NAES College report concludes with the statement that American Indian children in Chicago are likely to fall within the category of children with two or more risk factors for school success: "family income and single parent families are central among these risk factors" (41). With such risk factors, American Indian children are six times as likely to drop out before completing high school. So what can be done?

Among other things, the report recommends that Indian parents should play an active role in the educational success of their children: "Parents must realize that there are certain things that they can do to insure educational performance (model behaviors, read, enroll in classes, set quiet hours for study...)" (NAES 43-4). Also, NAES College felt that a community wide American Indian role model program would benefit the children. The target school selected was Audubon Elementary School at 3500 North Hoyne, Chicago, because Audubon houses over 75 American Indian children in grades 1-8. Indian parents, acting as role models, together with other Amermican Indian community leaders, would have the opportunity to tell Audubon children that staying in school and studying hard will lead to better jobs and unlimited opportunities in life. Most importantly, the children would see that "their" parents and other community leaders care enough about them to come

to the school and spend time. In such a setting, Indian children would hear that higher education is expected and is not considered to be some lofty or impossible goal only to be attained by a privileged few. In a January 1991 poll of educational leaders in Chicago's American Indian community, one educator said: "Parental involvement in education is crucial to student success. Education should be a working priority for parents. Paying lip-service to helping your kids is not enough. Parents must do what they say should be done."

Hence, NAES College and the Truman Junior College Institute of Native American Development (INAD) contend that making use of American Indian parents and other community leaders as role models would inspire and motivate Audubon's elementary school American Indian children to continue with their education beyond high school. NAES and INAD have cooperated in recruiting suitable role models so the Audubon children will take pride in seeing their parents and other community leaders come to school to talk about life's responsibilities. Field trips with parents and other community leaders to Chicago's various resources would reinforce these classroom relationships, and the children would come to know that "Role Models Are Real People."

BACKGROUND INFORMATION:

Chicago American Indian Community:

The 1980 census indicated there were 1,418,195 American Indians and Alaskan Natives residing in the U. S., only 0.6% of the total U. S. population. Of this total, 1.1% (16,271), representing over 100 tribes, resided in Illinois, 75% of whom (12,136) live in the Chicago Standard Metropolitan Statistical Area, SMSA (Cook, DuPage, Kane, Lake, McHenry and Will counties). Of this 75%, 37% (2294) reside in the Chicago inner city areas of Rogers Park, Uptown, North Center, Lake View, Lincoln Park, Albany Park, Logan Square, West Town, South Lawndale, Lower West Side and Edgewater. Census data indicate that almost 55% of the Native Americans in the area have no high school diploma, that almost 30% are unemployed, and that 40% exist at or below the poverty level. The 1990 census Illinois population is 15,654. There has been a 15.8% increase in the SMSA, especially the suburban areas. Cook County's 1990 American Indian population is 7,262 (Chicago and many suburbs are located in Cook County). The city of Chicago's American Indian population is 4,961. Today, there are as many American Indians living in the suburbs as live in the city itself, a dramatic shift since 1980. The inner-city communities with the largest American Indian population decrease are Uptown, Lake View and the lower West Side. NAES College, Truman Junior College and Audubon School serve American Indians in or near these Chicago inner city areas. Yet, although gentrification of the Uptown area has resulted in a population shift to areas beyond the Uptown, Edgewater and Lake

View areas, Indian people still tend to use these inner-city schools. According to Chicago Board of Education figures, there are currently 516 American Indian students in Chicago's 600 grade schools and high schools. Of this total, approximately 300 attend the grade schools, of which Audubon is one. Audubon serves 75 of these American Indian students, 25% of the total.

NAES College:

Native American Education Services, Inc. (NAES), located in West Rogers Park, is an independent co-educational college offering an academic program leading to the Bachelor of Arts degree in Community Studies for persons employed or involved in American Indian programs and agencies. NAES students are older than those entering conventional colleges, with the average age being 36. Over 90% of all entering students are parents or heads of households. They are usually the first in their family's history to attend college. At least 20% of recent graduates have enrolled in graduate programs at Chicago universities. Of the NAES/Chicago graduates, almost half have returned to their reservations to work, and all of the others remain significantly involved in the Chicago Indian community. NAES students represent over 25 tribes, with the highest concentration being Chippewa (Ojibwe). Lakota, Winnebago and Ottawa.

Truman College:

The Institute for Native American Development (INAD) is located at Harry S. Truman College and currently serves approximately 150

American Indian students in the Chicago Uptown area. INAD, founded in 1979, is funded by the Illinois State Board of Education, Department of Adult Vocational and Technical Education. INAD provides counseling services to American Indian students in regard to motivation, career choice, and financial aid. Tutoring services are also available through INAD, and a GED instructor works with students who have not completed high school. Truman College also conducts a Middle School for high school aged young people who have dropped out of high school; some American Indian students take advantage of the Truman Middle School Program.

Audubon Elementary School:

The Title V American Indian Tutoring Program at Audubon School in Chicago, serving approximately 75 American Indian children, began in April 1990 after some American Indian parents got together to look into possible option schools for their children. Tired of fruitlessly filling out Title IV Indian Education Act forms relative to their children's needs, the parents requested meetings with Chicago Board of Education personnel to target a school where federal funds could be used to directly meet the specific needs of the largest number of American Indian children. The ideal school had to be willing to serve the children and be convenient for bussing. Audubon School, in the west Lake View area, was selected as the site of the Title V American Indian Tutoring Program. This program serves only the 75 American Indian students at Audubon and is currently staffed by one fulltime tutor, an American Indian, who meets with the children regularly during the schoolday in a room

(American Indian Resource Center) specifically designated and appropriately designed for that purpose. In addition to the Tutoring Program, Audubon is also the site for the Chicago Board of Education Options for Knowledge Native American Cultural Program (NACP). Unlike the Title V Tutoring Program, the NACP serves the entire student body of Audubon. One fulltime teacher and a school assistant, both American Indian, conduct classes in American Indian Culture so that all Audubon students can attend one class weekly. In addition, the American Indian students have access to the Cultural Center for one full class period weekly. Working with both the Cultural Program and the Tutoring Program, Audubon also has an American Indian school/community representative who works between home and school. Because of its unique programs designed for excellence in teaching American Indian children, Audubon serves the largest population of American Indian children in the city of Chicago and was selected as the site for the "Role Models Are Real People" proposal to the State of Illinois Board of Higher Education Higher Education Cooperation Act (HECA).

"ROLE MODELS ARE REAL PEOPLE":

In September 1991, NAES College, in conjunction with the INAD at Truman College, was approved by the State of Illinois, Board of Higher Education HECA, for funding of a $20,000. grant for a project entitled "Role Models Are Real People." The objectives of this program are:

1. To provide American Indian elementary school children with early role models who will inform them about the requirements for professional careers, thus motivating, inspiring and challenging the young people to enter higher education. In a bi-monthly forum the American Indian children can listen to, talk with, and socialize with American Indian adult mentors so the young people can see that role models really do exist and are ordinary human beings like themselves who have achieved success as parents and professionals in the fields of academia, the arts, business, medicine, and sciences, while coming from the very same social circumstances that the children experience.

2. To provide a field experience in which American Indian elementary school students can travel with their peers, parents, teachers and community leaders on field trips to learn and have fun at cultural and sports events within Chicago's rich environment.

The group to be served by this program is 35 sixth, seventh, and eighth grade American Indian students at Audubon Elementary School. The activities proposed are:

1. NAES and INAD will recruit positive, volunteer role models from the American Indian community: parents, teachers, college students, community leaders, spiritual leaders, etc. The role models speak to the Audubon children every other Thursday,

11:25-12:05 p.m., during a lunchtime session, in which the speakers tell about their lives as parents, teachers, students, and career professionals. The speakers define their career/profession for the students, giving graphic examples whenever possible and explain what schooling is necessary to attain the career, as well as the routes to be taken to fund a college education. Audubon parents themselves are asked to be role model speakers and be present whenever possible during the role model presentations. Many parents take advantage of this. As the president of the Audubon Parent Committee said: "Who are better role models than the parents themselves?" It does not matter if the parents themselves have been to college or not; by their mere presence in the classroom during these role model sessions, they make it known to the children how importnat it is in today's world to have a good education. Within this relaxed setting, the Audubon students see that the speakers are "real' flesh and blood people, not some far-from-life role models thay may see on posters and read about in books. It is hoped that successful role models will impact the minds of the Audubon students in such a way that the young people will resolve to follow in their footsteps.

2. In addition to the volunteer role models, the "Role Models Are Real People" grant allows for five paid role model speakers during the 1991-2 school year. The children themselves were asked whom they wanted to see. The response was: doctor, lawyer, football player, and others. The project

organizers were fortunate to secure all the above. Paid speakers are given a stipend of $200. plus travel expenses. As an enrichment to the local Uptown Indian community, any paid speaker is also asked to spend an evening or afternoon with adult American Indian community members at locations such as NAES College, Truman College, the University of Illinois, Chicago, or the American Indian Center. This year's paid speakers are: Gerald L. Hill (Oneida), Attorney for the Oneida Tribe of Wisconsin; Gerald L. Hill, M. D. (Klamath), University of Minnesota, Duluth; Jim Northrup, Jr. (Ojibwe), Poet & Short Story Writer (Fond du Lac Reservation, Minnesota); David Edmunds, Ph. D. (Cherokee), Indiana State University, Bloomington; David Powless (Oneida), onetime Washington Redskin and currently an environmentalist with Ortek Corporation, Green Bay, Wisconsin.

3. During the year of bi-monthly mentor speaking engagements, one monthly field trip by bus will be arranged for the targetted Audubon American Indian young people and selected chaperones (to be chosen from among American Indian parents, teachers and community members). Some sites for these monthly field trips will be enrichment locations such as: Field Museum, Shedd Aquarium, Museum of Science & Industry, Adler Planetarium, Chicago Historical Society, Lincoln Park Zoo, Wrigley Field (Cub Game), Comiskey Park (Sox Game), Chicago Stadium (Bulls Game), and a local powwow. At least one theater event will be planned for the children. College

tours will also be arranged to local institutions of higher education such as NAES College, Truman College, the University of Illinois at Chicago, the University of Chicago, Northwestern University, Northeastern University, and others.

One weekend field trip will be planned to the Springfield, Illinois area, where the children will see New Salem and the Abraham Lincoln cultural centers in Springfield. On this same trip, we will also go to Cahokia Mounds State Park, the St. Louis archway, and the new St. Louis Museum of Science. Dr. David Edmunds, historian, will accompany the tour and explain to the children the significance of the Mississippian Culture. The children will have the opportunity to visit the Cahokia Mounds Museum and walk among the mounds themselves, in particular, Monks Mound.

Conclusion:

It is hoped that "Role Models Are Real People" will show inner-city American Indian children from Audubon School that role models are real people who have achieved success through responsibility, dedication and hard work.

"Uniting Our Concerns"

May 4-5, 1992, Orlando FL

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Presented by: Lola L. Hill, Ph. D.

NAES College, Chicago IL

Play by Play Descriptions (as of March 5, 1992):

Let's get into the real world of rollercoasters and keeping up with the gyrations and demands of 35 active sixth, seventh, and eighth graders! My last speaker, Dr. Gerald L. Hill said to me last week that he wasn't really used to speaking to grade school kids. So I said to him, "Well, can you stand on your head?" I wasn't kidding, really, because speaking to these kids is not all that easy. As Gerry Hill, the attorney, said, "Kids are honest. If they're bored, they'll yawn and start talking to the person next to them!" But we've come a longgggg way with these kids. "We" is Renee de la Cruz, Oneida, Title V Audubon teacher, myself (Lola Hill, Ojibwe), Beverly Moeser, Ojibwe, the director of the Truman INAD, and Ben Scott, Ojibwe, the Audubon home-school coordinator. "We" four have become a team and are making strides toward getting the situation under control. During the first role model speaker session, September 19, 1991, when I donned my Arctic parka to tell the kids about my experiences teaching Inupiaq people from Alaska's

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North Slope and showed a videotape of the famous California Gray Whale rescue from October 1988, the kids and "we" were unclear what to expect from the role model speaker sessions. Politeness was a term loosely defined. Because I had quite a bit of experience with kids, I was able to outtalk and outnoise them, but it was also obvious that if we asked in some sedate and inexperienced community person whose heart was in the right place but whose vocal chords were not equal to the situation, the outcome could be chaos. Therefore, Renee, Bev, Ben and I insisted (horrors!) on respect, quiet, attention, and (mirabile dictu!) questions! from the kids aimed at the speakers. We quickly learned that although the kids have no trouble talking to each other, they would rather sink into the floor than ask an intelligent question of the speakers. So, for the first few weeks, Renee, Bev, Ben and I asked most of the questions. But today is today, and times have changed. Today, the kids love to ask questions and do not draw any line, especially when it comes to asking bluntly, "How much money do you make?" (a favorite question for sometimes embarrassed role models). But as I go along, I'll tell you about some of the neat questions these kids come up with. Now, let me get out my calendar.

On October 3, 1991, Samson Keahna, director of the American Indian Center, Chicago, started the year out right with a prayer in Mesquakie in which he asked for the successful completion of a year filled with effective role-modeling. It immediately became obvious that when English was spoken the noise level was high, but the split second that Mesquakie was used, immediate silence and

inherent respect and attention commenced. It was amazing! This feature has continued with each and every role model speaker who is able to speak his/her tribal tongue. The kids seem mesmerized with the sounds of any tribal language spoken with either a booming voice or a shy, quiet one. The moral here may well be that Indian people should speak more Indian to their kids! Sam is a native Mesquakie speaker and in conducting the Mesquakie prayer commanded total attention. "We" have also learned that "we" are frequently surprised by the hidden qualities of our role model speakers, and Sam was the first to surprise us. We learned that in addition to being director of AIC, Vietnam veteran, and last semester soon-to-graduate-with-B. A. degree-at-NAES College older student, Sam was also an actor, and had been in a few Chicago-location movies, theater roles ("One Flew Over the Cuckoo's Nest"), and TV presentations. In fact, when the kids found that out, they asked Renee if we could show some specimens of Sam's work; thus far, we haven't gotten around to showing them the videos, but we will eventually. We are so busy that time gets away from us because this has been a fun and fact-filled year thus far. These kids see Sam often at the Indian Center, but they probably have never thought of him as an actual role model. Sometimes the obvious escapes us in life.

We bring in fastfood lunch to the kids. One of the community members made the observation that we should bring in "healthy" food, but because we are constrained to 40 minutes for the whole shot, the fastfood places are the answer to our problems, and,

anyway, the kids all love fastfood. I'm going to leave it up to the health-food fanatics to come in and bring them cucumbers, yogurt, and cheese. I'll bring in the Big Macs, Pizza and Tacos to ruin their stomachs. So the week before, when I spoke to them, we had Big Macs and for Sam's presentation, we had Little Caesar's Pizza plus the regulation pop and candy bars for dessert. I never said in the proposal that I would care for their stomachs, only their minds. We simply have no time to set up cheese, crackers and fruit. Which brings up another point: the room. You should see this room! The City of Chicago has many old schools. Audubon is a classic old Chicago school building. I don't know how old it is, but probably at least 75 years old. And, over the years, every nook and cranny has been used. Last year, Renee shared a classroom with the Parents Association or something of that sort. It was big, with windows. But the parents must have complained, because the principal moved Renee's tutoring program to the basement, get this, Room 004!! Painted yellow, the room was probably a boiler room in the old days, or maybe a coal storage room for the ancient furnace. At any rate, IT IS SMALL, with bars on a single drab window. We fit 35 kids in there, their lunch, Bev and her video equipment, the speaker, maybe some guests (parents are always welcome), Renee, Ben, and me. CROWWWWWDED!! In fact, if the guest speaker is a bit stout, he/she must tuck in the tummy. Oh yes, and to prove that hindsight is always better than foresight, we are videotaping all these speakers. It was an afterthought. Dee Logan, my very good friend, and a teacher at the Truman Middle School (she is also the one who suggested that we feed them healthy

food), said that we should videotape the speakers. Wonderful idea!! But I hadn't thought of it beforehand and hadn't allowed any money for it. However, Beverly gets the Truman College video equipment, and she donates her services and videotaping expertise to tape the kids and their interactions with the speakers. Next year, we'll try to get some funding for that, maybe even a camcorder of our own.

On October 17, 1991, we had another new experience: the guest speaker was late due to unexpected traffic conditions. A common thing in Chicago. In Alaska, we say, "We'll be there--weather permitting." In Chicago, we say, "We'll be there--traffic permitting." So, in the midst of the tacos from Taco Bell and armed with the trusty microphone, the camera following, and the kids all-of-a-sudden shy, I asked them about their life goals. Mind you, we thus far had only had in two speakers, but each and every one of them attested to being committed to graduating from high school and going on to college. Personally, I think that the words, "I want to go to college" were more a shock for them to hear themselves say than the shock of being on camera for the first time. Probably, in most cases, they said it because it sounded good or the person before them had said it. <u>But</u>, we had them thinking about it! I feel that if it is the expected thing to do, they may just do it. More about that later. At this point, Ron Bowan, Menominee, walked in with abject apologies for being late. In a sharp business suit and tie, he was pleased to be able to share with the kids a description of his City of Chicago membership

in the Mayor's commission on Chicago's minority concerns. Ron is the only American Indian to represent the American Indian community in city government. How did he get there? Hard work and perseverance. Ron, father of seven children, came to Chicago from the Menominee reservation about ten years ago; his son last year was one of the two American Indian kids to graduate from a Chicago high school. How does Ron do it? Dedication to his kids in every aspect of their lives: swimming team coach, interested parent, role-model parent who himself graduated first from Truman Junior College and then from NAES College. By this time, the Audubon kids are getting the idea that these role model speakers are real people, like themselves, their parents, and their friends, who have succeeded despite awesome drawbacks. Another breakthrough: little Jennifer asked a question! I can't recall exactly what it was, but it was a question, nonetheless. Our first!! Also, by this time, Renee, the Audubon kids' teacher reported that the kids were starting to ask her questions about the role models at other times during the week. They even recalled the Alaska tales I told them about the whales and teaching the Eskimo people. They were beginning to ask when we would be coming again and what would be for lunch "the next time they come."

Halloween!! October 31, 1991. Christine Red Cloud, Omaha, was the role model speaker. Christine is the executive administrative assistant at NAES College. She helps write and organize grant proposals. In addition to that, she is a past Indian Princess, Chicago, and a contest-winning jingle dress dancer. She is already

well known among the Audubon children, but, as with Sam Keahna, the people that the kids see frequently, it is only when you point out to the kids that these people are administrators and community leaders that the kids realize how important and perhaps prestigious a "friend" can be. People hold many roles in life. Anyway, Christine already knew most of the kids and shared with them the "field project" she is writing on American Indian dance to qualify for her graduation paper from NAES. Christine is in her 30s and will soon graduate with her B. A. degree. They may see Sam everyday as the AIC director and Christine as a prize jingle dress dancer, but they are just beginning to realize that both these people are also students, like themselves, working for and reaching goals in education. With Christine's visit, the kids finally were starting to open up, and many questions were asked about dancing. Many of the Audubon kids have dance outfits and already dance, but when we asked how many did not know how to dance, quite a few raised their hands. When we asked if they would like to learn how, all of the non-dancers raised their hands. Consequently, right then and there, Christine volunteered to teach a few dance lessons the following spring, before the Audubon school powwow in May. As I write this account, Christine is scheduled to teach the kids jingle dress lessons and fancy dance two Saturdays in March. She will teach the girls, and we have arranged for one of the men in the community to come in and teach the boys, just so the non-dancers will have confidence to get out on the floor during the upcoming spring powwows. The kids are already excited about this opportunity. While Christine was there, we had Coney Island

hotdogs and in honor of halloween, Apple Taffeys (extra large and nutty).

Saturday, November 9, our first field trip. I rent a school bus for these inner city trips. We plan on a count of 50: the 35 sixth, seventh and eighth graders plus 10 to 15 adults (some of whom bring their younger kids). If not all the regular 35 cannot come, we open it up to the fifth graders or other kids from the Chicago American Indian community who may go to other Chicago schools beside Audubon. Our main concern is that we have Indian kids on these field trips. So the first destination was a museum junket. Those of you familiar with Chicago know that the Shedd Aquarium, the Adler Planetarium, and the Field Museum are all in one place on Lake Shore Drive, with the planetarium sticking out on that little finger of land into Lake Michigan. All three of these facilities are within walking distance to each other. That was our goal: to see all three in one day! The Shedd Aquarium just last April opened its wonderful Northwest Coast Oceanarium, with dolphins and whales, penguins and otters. The setting is perfect. The architects planned that the vast expanse of oceanarium windows open against the background of Lake Michigan, so that if you are sitting in just the right place, it appears that the waters of the oceanarium coalesce right into Lake Michigan itself. The Oceanarium also has a dolphin "act," and the spectators are able to look right over into the water and see the dolphins and whales not more than six feet away. There are birds flying through the immense enclosure, and the rocks and trees imitate the actual

Northwest Coastal area of Canada and the U. S. A wonderful addition to the much older main Shedd Aquarium. In addition, the Shedd is still full of interest with an octopus, seahorses, sharks, and fish of all kinds. After exiting the Aquarium, we hustled over to the Adler Planetarium for the skyshow, "The Chicago Skyline." Anyone who has seen a skyshow knows the impact the massive projector makes on the blackened domed ceiling, with the beauty of all the stars in the universe displayed overhead. Despite this, some of the older girls who had already seen the planetarium shows, had to be asked to stop their incessant chatter. Thus, discipline once again became a concern. Later, Renee talked to these girls, reminding them that going on the field trips was a privilege and that future behavior of this nature would not be acceptable. There has been no repeat of such a discipline problem. I would like to suggest that the reason we have been having no discipline problems is that the kids have gotten used to us and understand that we are all just out to have a good time, and if they want to come along they are free to come, or not, as they choose. All I can say is that we have had no serious discipline problems throughout this project.

Following the planetarium, we walked over to the Field Museum. Previously, I had asked a delightful lady named Shirley Hattis, a summer student of NAES and not an Indian to her knowledge, although I strongly suspect she has some Indian blood, not only because of her wonderful soul but also because she has Indian eyes. At any rate, Shirley teaches Spanish in north suburban Chicago and is one

of the most generous bakeryfied persons, bar none, that I have ever had the pleasure to meet. (She was in my class at NAES last summer and every class day without fail she brought in the most mouthwatering concoctions from the Hinsdale Bakery that you can imagine: chocolate coffee cakes, rum tortes, cherry-chocolate spongecake, yumetcetera.) In addition to teaching Spanish, Shirley is an expert on the Pawnee and conducts lecture sessions in the Pawnee Earth Lodge, one of Field Museum's exhibits. I arranged with Shirley to give a private lecture to my Audubon group which she gladly did. Needless to say, she also presented us with boxes of the most scrumptiddilyumptious cookies for our homeward trip. While in the earthlodge, the kids really got into the Pawnee spirit. Some of the kids, on their own, asked Shirley if they could drum and dance in honor of the Pawnee. The boys who were drummers sang, and the girls who could, danced; for a brief moment, time stood still, and we all returned to the past. Many questions were asked about Pawnee culture; this was probably the day that the kids all realized that asking questions was a fine thing to do. The museum closing time was drawing nigh, and the kids were still asking questions. With regret, we had to leave, tired, and looking forward to eating Shirley's cookies on the bus. First field trip behind us and still in one piece! I want to make one observation based on past experience. Having some experience taking Indian kids on field trips in the past, I looked on to this field trip with some trepidation because of the fear that some of the kids may take off and we'd never see them again. However, as of March, with 5 field trips under our belts, we have never had one incident of

any of them wandering off. Instead, they keep track of us, rather than the other way round. Amazing!

The November 14 speaking date brought another snafu. The speaker had to cancel the last minute. Not to worry. Unbeknownst to each other, we all asked a substitute and ended up having four speakers the same day! Things were getting hectic and fun; the kids joined right into the confusion and happiness of having an abundance of people to talk to them, everyone trying to get in their two cents. One of the parents, Debra Gauthier, Oneida, spoke to the kids as a parent and college student. Deb has three great girls, all of them in the Audubon program. Deb's husband, Kermit, is the president of the Audubon American Indian Parent's Association. Deb and Kermit are recovering alcoholics who are now community leaders, anxious to get their message out to all that recovery is wonderful. After Deb spoke, Alan Turner, Lakota, a Drug Prevention Counselor at American Indian Health spoke about addiction as well. But another surprise: Alan also does videography for the fire department and an insurance agency which, with computer graphics, details the path that a fire takes, pointing out for forensic reasons the exact spot that the fire began. Alan brought a sample 5 minute video clip, which the kids watched intensely, with new insight into Alan's hidden talents. Last but not least, Dr. James Somday, Colville, spoke to the kids about his role as Director of Language and Culture for the Board of Education in Chicago. Jim tells wonderful oral narratives, with many Colville exclamations and phrases. The language riveted their attention, with the click,

click, click of the Colville pronunciation. We hardly had time this day; indeed, we did run over, probably more than ten minutes (and were cautioned about that later since the other teachers were disturbed that the Indian kids were late to class). But a good time was had by all, and it was evident this day that the kids were enjoying themselves eating Popeye's Chicken and now taking us for granted. "Thanks for coming!" and "See you next time!" were shouted as they hurried out the door. Smiles all around. Renee tells us that they <u>really</u> look forward to seeing us. Attendance has remained near-perfect.

One good turn deserves another. Gloria Mellado, Ojibwe, the person who had to cancel out last month did so because of illness in her family. So, our first scheduled paid guest speaker, Dr. Gerald L. Hill, M. D., from the University of Minnesota, Duluth, had to cancel as well on December 5 because he came down with a severe case of flu. He had been working with many of the kids on Red Lake Reservation in Minnesota who had caught the flu and then came down with it himself. Consequently, because we had gotten substitutes last month for Gloria, she volunteered (didn't even have to ask her) to substitute at the last minute for Dr. Gerald Hill. Gloria is a case worker at American Indian Health in Chicago and is also a student working on her M. A. at Northeastern University, having graduated from NAES College two years ago. As with many NAES Students, Gloria is older, but still going to school while raising her own children. Her son Ross is one of the Audubon students that we work with. Gloria told the kids about being a

single parent, remembering the days on the White Earth, Minnesota reservation when she had to struggle to get her education and face the reality of taking care of herself in a hard cruel world of prejudice and poverty. The Audubon kids watched intently as tears streamed down Gloria's face when she remembered how hard it was to do right in a wrong world. Only glitch today was the fact that the sound section of the video-recorder was not plugged in, so we have a wonderful visual tape of Gloria, but no sound. Such a shame. We had also run the gamut of fastfood chains and had to go back to the Golden Arches. But the good news was that Big Macs were on sale this week, and we saved nearly $40.

One fieldtrip follows another. Thursday, November 21, we went to see a ballet, "The Nutcracker Suite," at Arie Crown Theater, a yearly Christmas cultural event sponsored by the Chicago Tribune. This was the first time ever that any of the kids had seen ballet. We were a little nervous that they may be bored, but no such thing. The sets were stunning, and the costumes were brilliant in color and design. The gorgeous tutus had a magical effect on all the girls; I am sure they tried to imagine how they would look in such costumes. Also, there were many children in the ballet, the same ages and even younger than the Audubon kids. And the men!! What grins and stares they elicited because of their skintight costumes. Even our Moms were fascinated by the muscular legs and other things. Ha! The dance numbers and scenes went by with speed, never any time to get tired of watching the constantly changing pageant. The performance we attended was a dress rehearsal, and

the entire audience was composed of grade school children from all over Chicago. This was a reduced-cost performance. But the point I want to make is that in spite of the thousands of grade school kids there, there was no roudiness or noisiness. All the children seemed to be entranced by the beauty of sugar plum fairies and toy soldiers. Even our boys after the performance had to admit that they liked the ballet, a surprise, I think, even to them. After all, their friends probably taunted them: "I wouldn't be caught dead at a ballet!" Some even asked about going again next year.

On December 19, a very special team spoke to the children. Edith Johns, Winnebago, is a senior citizen in Chicago's American Indian community. In addition to this distinction, she is also an R. N. and a past member of the Peace Corps. Edith still remains extremely active and is 'spry as a chicken' and 'sharp as a tack,' so to speak. She tells it like it is and made no bones about telling these kids that they have to take hold of their future and make something of themselves. The kids were fascinated by her Peace Corps experiences and impressed with her nursing degree. Several of the girls are interested in the nursing profession. To enhance Edith's presentation, Sharon Casillas, Winnebago, an American Indian Health caseworker, also told the children about careers in the health field. Both Edith and Sharon are known by most of the community kids, but, when they are presented as role models who have achieved the status of nurse and health care worker, the children see them with different eyes.

And den dere's da Bulls!!!!!!!!! No one will ever be able to tell me that miracles do not happen. When first notified about the HECA grant approval in mid-September, the very first call I made was to the Chicago Bulls office to see if I could BUY Bulls tickets. Any of you who do not know the significance of Michael Jordan and the Bulls to Chicago will perhaps not appreciate my efforts to obtain Bulls tickets, but I'll tell you how important this is! In the grant proposal to the State of Illinois Board of Higher Education, I entered a line item: Tickets for Chicago Bulls game, $700. AND THEY APPROVED IT!!!!!!!!! Can you believe it? I need to mention here that nowhere in my wildest dreams did I think that the State of Illinois would approve $700. for fun and games. And neither did anyone else! The president of our college is still nonplussed that the proposal was approved. But as I said in the proposal, seeing Michael Jordan for these inner-city kids would be beyond their wildest imaginations. You can't even get tickets for one thing; they are all bought up in advance. Anyway, in September, when I heard about the grant approval and called the Bulls office to inquire about group rates, the spokesperson told me that all group sales had been completed in August and that there were positively no more seats available. But, I prevailed and explained about this special group of American Indian kids; finally, the man said, "Well, I suppose you could write a letter to Sarah Kalstone in Special Projects." Which, of course, I did. Never heard another thing. Until. December 3, 1991. Got a phone call from the Bulls office saying they had just got around to our letter and that we could have 25 tickets! Well, some people are never satisfied! I

was excited, but I told them that we had 35 kids, and how could we leave some out?? Well, Sarah told me that the only way we could have 50 tickets was if we went Christmas night. So Renee and I decided, "What the hell--Christmas night was <u>after</u> all the presents and big dinners, and everyone would probably be crazy enough to go to the Bulls game no matter when it was!!" And we were right. Christmas for the Audubon kids <u>became</u> Da Bulls. It got so that whenever we thought about Christmas, it equalled the Bulls game. Renee said that parents she had never seen before started calling her up to volunteer as chaperones. Chartering the bus was another matter. Luckily, I had been hiring the same carrier for all our trips because "Dawn," the owner, said that she would assure us a bus but that it would cost double. But that didn't matter to me. Why??? Because not only did we get 50 Bulls tickets, but they were compliments of Chernin Shoes!! Can you believe it?! $700. worth of tickets. Not only that, but Chernin's wanted to honor an "MVP" from Audubon School, and that person would have his/her name announced on the humongous Chicago Bulls scoreboard AND receive a trophy basketball autographed personally by Michael Jordan!! Words cannot express our elation and excitement. Karen Valentino was chosen as the MVP because her semester report showed 6 As and 4 Bs. Furthermore, when Karen was chosen, all her classmates gave her a hearty hand of congratulations. No hard feelings among our Audubon American Indian kids. About this time, I am beginning to refer to these kids as "sweet," "great," "wonderful," and "super-colossal." Needless to say, the game was great; the Bulls played Larry Bird and the Boston Celtics and won 121 to 99. What more

could we ask. Oh yes, one final note to emphasize the importance of this event, when I booked Dawn's bus, she must have picked up on the excitement in my voice because she said, "I gather that this is going to be a 'Come hell or high water' event." I said, "That's for sure. The only thing that would prevent this from coming off is if Chicago has 45 inches of snow, they close O'Hare, and the Boston Celtics can't make the game." So we were prepared to go no matter how cold it was or how deep the snow might be. You see, miracles don't happen all that often. You can't pass one up! Afterward, the kids all wrote individual notes of thanks to Daniel Lord, President of Chernin's Shoes. One kid summed it up: "That was the greatest present I ever had."

School resumed after the Christmas holidays, and on January 9, Marvin Tahmahkera, Comanche, an entrepreneur and president of Comanche Steel spoke to the kids. Marvin, first of all, was the first role model speaker I had asked who called me back especially to say how excited and happy he was to be asked to speak to the children. In fact, he also sent me a Christmas card expressing how much he was looking forward to meeting the kids. It was Marvin, in fact, who caused one of our first important individual breakthroughs with the kids. One of the kids in this program is a sixth grader (I'll call him Tom) who is extremely quiet and seemingly does not interface much with any of the kids. It's not that he is not liked; it's just that he is so very private and silent. You never know what he is thinking. So during Marvin's presentation, as usual, Tom remained stony-faced and unemotional.

By this time, the kids had really been getting into asking our speakers questions. Marvin was another who was able to speak to them in a little Comanche, and the kids responded by asking questions about his childhood and also how he had ever gotten into the steel business. Marvin was also the only role model to bring the kids a present. He gave each of them a pin, a tablet and a ballpoint pen as the bell rang and the kids filed out of the room. It was only afterward that I happened to see Tom's mother, and she told me that when Tom came home that night after Marvin's presentation, Tom told her, "I want to be just like Marvin. Will you help me with my arithmetic homework tonight?" Tom's mother was absolutely amazed because never before had he asked her to help him with his studies; getting poor grades seemed to be all he expected. Not only that, Tom, a child who had never before mentioned the possibility of wanting to go to college now speaks like he is going to college for sure. Sometimes through this year, I have looked at these kids and not detecting too much enthusiasm for scholarship, I have wondered whether the "Role Models Are Real People" program can do much good, other than giving them a good time and a few free lunches, but Tom's respect and inspiration due to Marvin Tahmahkera makes me feel like there may be hope. Even if we can reach just one or two, it will have been time and money well spent. After all, what is a person's soul worth?

Saturday, January 18, had to be one of the coldest days Chicago has had all winter. The winter has been mild, even balmy at times; consequently, when I scheduled our first college tour field trip

for January, I was not very apprehensive. Well, bone-chilling winds and single digit temperature accompanied a sunny COLD morning. Because of this, the normal 50 count was down to 32. We had a walking tour of Northwestern University, the kids running between buildings, trying to keep warm, only impressed by a few things, like the library that is slowly sinking in the reclaimed sand of Lake Michigan because the architects and engineers forgot to compute the weight of the books that the library would contain. Amazing fact! Also, the kids were impressed with the sad tale that a deer had drowned in a small lagoon on campus the day before when a dog chased it across the ice and the ice broke under the weight. But beautiful as Northwestern Campus was, the kids were glad to get back into the warm bus for our next destination, the University of Chicago, across town. The bus ride down Lake Shore Drive was beautiful as the lake sent up clouds of steam, and the sun made us squint. The kids said, "Do we have to get out and walk again?" "Of course," I replied, "but this time we are also going to eat lunch. And right away." This made them feel good, and a lunch we could hardly imagine awaited us. This lunch and the tour of the UC campus had been arranged by a kind, completely selfless young doctoral student I had previously contacted to ask for help with the UC portion of the field trip. Larry Nesper was his name, not an American Indian, but a person utterly sympathetic and concerned about our people. Larry did not hesitate when I asked his help in planning the tour; instead, he enthusiastically undertook to organize and plan our UC excursion. Larry is a resident dorm manager and suggested early on that we have lunch on the campus

because Pierce Hall had a fantastic lunch program, with chefs dedicated to culinary cuisine that delights all tastes. And how right Larry was! Cold and hungry, we arrived at the UC campus to find a red-earred, bundled up, smiling Larry waiting to usher us into Pierce. The dining room was filled with energy: UC students filling the tables, talking about their studies and social activities. It was a classic university setting, one which opened the eyes of our Audubon children to what university life could mean. The kids were filled with questions about who the students were, what they were doing, what they could do. Ilea asked: "Do they have to stay on campus all the time? Can they ever leave if they want? Whose permission do they have to get in order to go someplace?" The kids couldn't seem to understand that college students have control of their own lives, can do what they please, but that they please to study instead of going off campus. The freedom of a college student seemed incomprehensible to our Audubon kids. But then there was the matter of the luncheon itself. We were all issued meal tickets by Larry and then turned loose in this fantastic cafeteria-like setting which had an oriental food bar, a Mexican food bar, a ham, beef and turkey bar, a breakfast bar, a sandwich bar, a cake bar, a roll and cheese bar, a fresh bread bar, pop dispensers, milk dispensers, ice cream dispensers, cookies, condiments galore, I can't even remember all the different kinds of food there. AND no limit to how many times you could go back to fill up your plates. The kids couldn't believe it! They kept asking, "Can we go back again?!" "Do the students here eat like this all the time?" Larry kept assuring them, "Yes, yes,

yes." But the kids kept asking again and again in utter disbelief. Little Jennie at our table had been back and forth at least five times and kept asking Larry, "If you go to school here, do you get to eat here all the time?" I said to Jennie, "But Jennie, if you ate like this every day, you would get fat." Jennie looked at me a while and contemplated that idea; then she said, "Well, that would be alright." As Renee said, when we all sat back to digest our lunch, "This has got to be the highlight of the kids' day." So following the wonderful lunch, Larry arranged for us to go into an actual student dorm, complete with dirty sneakers and littered floors. The UC students whose rooms we were allowed to see were pretty surprised to see grammar school kids peeking at them, but they were very nice and answered questions like: "Do you like it here?" "What do you do all the time?" How much does it cost to go here?" The Audubon kids are always aware of costs and money, and when they heard the Northwestern and UC costs of around $20,000., you could see a kind of hopelessness on their faces as though, "This can never be done." We explained to them about financial aid and scholarships for American Indian students who qualified. At Northwestern, it didn't seem to matter, but at UC, it did matter because many of the kids said that they would like to go to the University of Chicago.

In addition to lunch and the dorm at UC, Larry had also asked one of the bio-physics research professors to talk to the kids. Professor Michael La Barbera was also a very nice guy and showed the kids an experiment which demonstrated the influence of density

on various substances. For example, when you begin with a cup of coffee and put cream in it and stir, the cream disperses immediately and evenly, with no hope to recover the original property of pure cream. But when you begin with karo syrup in a petri dish, put a red stain in it, cover it, and rotate the cover to stir, the stain rotates through the syrup, but when the cover is turned the opposite direction, the stain rotates right back to its original composition and shape. This feat drew "ohhhhh"s from the kids. Then as a grand finale, Professor La Barbera took us to his basement laboratory for another physics experiment, this time a 50 foot long wave machine to study the action of waves. We all left UC with regret and the promise to return.

On January 23, Ron Jourdan, Oneida, came to speak. Ron can also speak his language, and the kids listened respectfully as he told them about his life with a nuclear engineering firm. Ron appeared so dignified and handsome in his suit and tie, accompanied by his wife Joan Jourdan, Winnebago, retired director of the Native American Support Program at the University of Illinois at Chicago. Both Ron and Joan are superior role models, but in addition to his engineering skills, Ron also practices sleight of hand, and the kids were duly impressed. Once again, our role models exhibit hidden talents. Ron looked so distinguished and successful, he was another target of the favorite question, "How much money do you make." Ron replied without hesitation but with a comment, "It has taken me many years of study and hard work, but I now make $55,000." Undoubtedly, these Audubon kids are getting the idea

that education and hard work pay off, even for Indian people who are from the same background as they are.

February was a very busy month, the month of paid professionals: a lawyer and a doctor. I told the two Gerald L. Hills that theirs was a command performance. The kids had asked us for a lawyer and a doctor. So here they were. Their common names were entirely coincidental: Gerald L. Hill, J. D. is an Oneida from Wisconsin, and Gerald L. Hill, M. D. is a Klamath from Oregon. Furthermore, neither is related to me, nor to each other. But I have spent an entire year trying to explain this to countless people who think otherwise. Our first Gerry Hill, Oneida tribal attorney, is a charming, knowledgable speaker, able to engage the kids in lively discussion. Some of the kids' best questions were aimed at him: "Have you ever lost a case?" "Have you ever defended a guilty man?" Gerry told tales relating to both questions. Gerry also was able to speak Oneida to them, and always the kids who belong to the speakers' tribes identify themselves. In this case, we have several Oneidas in the class. When it was time for Gerry to leave, the kids asked him for his autograph. A first!

On February 20, the other Gerald L. Hill came into town, a medical doctor, specialist in internal medicine. Dr. Hill teaches medicine at the University of Minnesota, Duluth and, in addition, is in charge of a recruitment program at UMD for American Indian medical students. Under his directorship, the school has increased its student applications from 5 to 25 last year, mainly due to the fact

that Dr. Hill has begun a program wherein the Indian students apprentice in Minnesota tribal health clinics, thereby learning firsthand what it is to treat health problems of Indian people. UMD is one of very few medical schools in the nation to have such a program. The Audubon students were very interested in this and listened very attentively to Dr. Hill as he drew the words on the blackboard: INDIAN PHYSICIAN. He then asked them: "Do you ever think that these two people can be the same person?" The kids looked in awe as Dr. Hill made the point that indeed they can be the same person. When Dr. Hill was their age, he didn't think this could be so, but he has proven that it can. Whereas the kids had been a bit rambunctious during the first part of Dr. Hill's presentation, asking questions about "blood" and "What was the worst case you have treated?", when he reached the last 10 minutes of the presentation and talked about the Indian Physician, the room was perfectly quiet, and the kids looked mesmerized at those two chalky white words on the board, perhaps wondering for the very first time in their lives whether they too could be a doctor someday. I hope so.

The February field trip took place on February 8, with a trip to the Museum of Science & Industry to see the Omnimax presentation of "Antarctica," a fabulous movie that literally takes the breath away. The giant screen fans out overhead and brilliant white icebergs loom as if to engulf us while penguins slip, slide and swim upon and beneath the icy edges of the world. Amazing photography, taking inner-city kids to a land they could never

imagine in their wildest dreams. 45 minutes of overwhelming massiveness and beauty. While waiting to go inside the theater, a museum employee demonstrated the gear necessary to live in the arctic by putting on the many layers of underwear to the outer fur edged parka and bunny ("moon") boots. On the trek through the museum to the Omnimax Theater, we passed many museum displays, and the kids complained when I told them they would not be able to see the rest of the museum. Most of these kids have already been to this very famous Chicago museum, and I was amused that instead of complaining that they were going to a museum, they were complaining that they were not going to a museum. But we are taking them in May to a brand new St. Louis Museum of Science, and for today, we are only visiting the Omnimax Theater. Instead of spending the rest of the day at Science & Industry, Renee wanted to go to the relatively new Museum of Broadcast Communications in Chicago. This museum contains audio and video tapes of early radio and television shows, in addition to a wonderful collection of radio and TV memorabilia. Among other things, they even have the original Charlie McCarthy and Mortimer Snerd dummies, as well as the Kukla Fran and Ollie puppets. In addition, the kids were able to produce a news show, with 4 selected to be TV anchorpersons and weather persons. All the kids were able to see themselves on TV, and many of the older boys rapped with some of the TV technicians who showed them how to operate the recording equipment. As we were leaving, I overheard two of the kids telling the MBC guys they would come back to see them again. Also, there are 8 TV carrels where the kids could view tapes from old TV shows, but Twilight Zone episodes

seemed to be the most popular. We spent several hours there, and the kids all participated in a scavenger hunt which required them to search throughout the museum for the answers to 25 questions. All who answered right got a neat poster prize. What I am noticing more and more is that the kids are enjoying these outings and cause us no problems whatsoever. They are cheerful, and as yet we have not had even one fight.

Thursday, March 5, we encountered another snafu. Yet, our persistent good luck was with us again. David Syfchek, the Chicago Police Department patrolman called in at 11:20 to report that due to an emergency, he would be unable to make it today for the 11:25 presentation. Horrors!! I received this call as we were already at Audubon setting up the Taco Bell luncheon. The kids were due to arrive in 5 minutes. I ran up to the school office to receive the call from the NAES secretary. My immediate response to her was, "Who's there at NAES to fill in as role model speaker?" It just so happened that Dr. Robert Dumont, director of the Ft. Peck, Montana NAES campus has been in Chicago for the week and was in our offices. I quick asked to speak to Bob and asked him if he'd like to show his mettle this very instant and substitute for Patrolman Syfchek IMMEDIATELY. Well, true to his Assiniboine warrior instinct, he said, "I'll be right there!" Impressive!! And sure enough, within 8 minutes, whose face appeared at the window but Bob and Christine Red Cloud who had volunteered to get him through Chicago traffic over to Audubon. Now, we're not talking a non-obstructed route here; we're talking maximum traffic and typical

street construction blockage. I'd judge this is at least a 30 city block trip. So, for them to make it in 8 minutes was miraculous to say the least, but that's how the whole year has been going. Miracles! Meanwhile, at Audubon, to spend the time, we had gotten into a most interesting dialogue with the kids, asking them what they think might be the reasons that 8th graders, when they get into high school, become truant and slack off on their studies. One of the kids said, "Maybe they think it's cool." Another said, "Maybe the courses are harder, and they can't do the work." Another was just about to supply another reason when Bob and Christine arrived. But we intend to continue this dialogue at a later date. Bob was wonderful with the kids. He told them about his grade school experience on the Montana reservation where he and all the other Indian kids were in segregated classrooms, separate from the white kids. The Indian classrooms were for the "stupid" kids; the white classrooms were for the "good" kids. And that was how it was. One day, Bob and a girl decided to walk into a "good" classroom; that teacher let them stay. But the next year's teacher did not like Indians and made the two of them stay after school <u>every</u> day to write on the blackboard: I WILL NOT DO THIS, I WILL NOT DO THAT. The girl dropped out and disappeared into the system; Bob persisted and went on the graduate from Harvard with his doctorate. The Audubon kids listened to all this with <u>perfect</u> silence, comprehending the impact of what he said. There were many good questions to follow, but perhaps the best was: "When you were our age, what did you think you would be someday?" Bob replied, quite honestly, "I didn't know. But that didn't stop me from going

on to school to find out."

At the time of this writing, we have six more speakers to go: Beverly Moeser and several of the Truman College students; Jim Northrup, Jr., Ojibwe poet and short story writer from Fond du Lac Reservation in Cloquet, MN; Florence Dunham, Mohawk, comedienne, story teller, piano player, and singer; Dennis White, Ojibwe, AT&T mathematician and computer systems analyst; Patricia Flood Conway, Cree, Chicago Fire Department Paramedic; David Powless, Oneida, environmentalist and former Washington Redskin. In March, Christine Red Cloud and Leonard Malatare are going to provide the children with jingle dress and traditional dance instructions. Remaining field trips will be to the Fire Department Academy, the University of Illinois at Chicago, Truman College, Wrigley Field for a Cubs game, and the new Comiskey Park for a Sox game. Our big weekend field trip will be May 9-10. We will go to the Abraham Lincoln sites: New Salem and Springfield. From there we will go down to Cahokia Mounds State Park, a restored Mississippian Mounds area, where Dr. David Edmunds, Cherokee, will teach the kids about the pre-Columbian Mississippian culture near the St. Louis area. We will stay at a Holiday Inn where the children can swim and play volleyball. In the morning we will go into St. Louis to see the arch and then visit the new Museum of Science which has many hands-on exhibits. On the way home, we will go through the University of Illinois campus at Champagne/Urbana. The school year will end with a graduation brunch for the ten 8th grade graduates and their parents; guests will be all the role model speakers who have so

generously volunteered their time this year.

Summation:

Although much planning, time and luck have been an integral part of this program, the immediate success has been due to the vitality and humanness of our role model speakers. Indeed, the Audubon Elementary School children have seen that "Role Models Are Real People."